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**Ensuring Effective Mentoring in Tertiary
Institutions in Anambra State**

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Abstract

This paper concerns itself only with ascertaining the strategies that could ensure effective mentoring in tertiary institutions. The survey method was employed. The study population comprised 78 teacher educators in tertiary institutions in Anambra State. One research question guided the study while one null hypothesis was tested at 0.05 level of significance using t-test statistics. A structured questionnaire was used to gather data for the study. The results showed that there was a commonality of views by the two groups of respondents (Teachers in public and private tertiary institutions) on the various strategies for ensuring effective mentoring in tertiary institutions. It is recommended that 1. Public and private tertiary institutions in Anambra State should adapt to change and develop at their own pace, in response to the demands of the time. 2. Identified strategies should

be adopted by the institutions to ensure the effectiveness of mentoring in public and private tertiary institutions in Anambra State.

Key words: Mentoring; Business Education programme

Introduction

Mentoring is a powerful personal development tool. It is an effective way of helping people to progress in their careers and is becoming increasingly popular as its potentials are realized. Hansford, Tennet, and Ehrich (2002) reported that mentoring is an overwhelmingly positive learning process for mentors and mentees. The focus of mentoring is to develop the whole person and so the techniques are broad and require wisdom in order to be used appropriately. Duck (1994) and Long (1997) opined that an investigation of mentoring in educational context confirmed that mentoring did not appear to have a dark side, instead mentoring is to support and encourage students to manage their own learning in order that they may maximize their potentials, develop their skills, improve their performance and become the person they want to be.

Mentoring is a process that always involves communication and is relationship based. It is also a process for the informal transmission of knowledge, social capital and the psychosocial support perceived by the recipient as relevant to work, careers or professional development. Mentoring entails informal communication, usually face-to-face and lasts a sustained period of time between a person who is perceived to have greater relevant knowledge, wisdom or experience) the mentor) and a person who is perceived to be less experienced and knowledgeable (the mentee). The beauty of the mentorship programme is that students can come to mentors with any question. Ehrich, Hansford and Tennet (2004) stated that the word mentor refers to a “father figure” who sponsors, guides and develops a younger person. Historically, mentors have played a very important role in teaching, inducting and developing the skills and talents of students. Ehrich and Hansford (1999) opined that formal mentoring started when organizations started seeing the advantage of mentoring. To

ensure effective mentoring programme in tertiary institutions, formal mentoring programme should differ greatly in nature, focus and outcomes. Jacob (1991) noted that some programmes train mentors while others do not. Mentors are assigned to mentees and in other programmes the mentees select the mentors based on areas of specialization or interest.

Mentoring is advantageous to mentors and mentees. According to Kran (1985), Levinson, Darrow, Klein, Lewinson and Mckee, (1978) mentoring in tertiary institutions leads to career advancement and psycho-social support. To ensure effective mentoring in tertiary institutions, Lewinson et al (1978) found that mentoring rejuvenates mentors' careers since it enables them to shape and assist the professional and personal development of mentees. Other benefits for the mentors according to Douglas (1997) include increased confidence, personal fulfillment and assistance on projects. Although mentoring has many advantages, Long (1997) stated that under various conditions, the mentoring relationship can actually be detrimental to the mentors, mentees or both. Long (1997) identified several concerns regarding mentoring as lack of time for mentoring, poor planning of the mentoring process, unsuccessful matching of mentors and mentees, lack of understanding about the mentoring process; and lack of access to mentors from minority groups.

Mentoring helps students to understand how their ambitions fit into graduate education, department life and career choices. An effective mentoring relationship develops over time. The students benefit from the mentors' support, skills, wisdom and coaching. There are formal mentoring programmes that are value oriented; some mentoring programmes provide both social and vocational support. Mentoring in tertiary institutions can be made more effective by using mentoring techniques to facilitate matches allowing mentees to search and select mentors based on their own development needs and interests.

Mentoring is a personal developmental relationship in which a more experienced or more knowledgeable person helps to guide a less

experienced or less knowledgeable person. It is common knowledge that effective mentoring programme has eluded the tertiary institutions in Anambra state. There are formal mentoring programmes that are value-oriented. Some mentorship programmes provides both social and vocational support. In well-designed formal mentoring programmes, there are programme goals, schedules, training (for both mentors and mentees) and evaluation. Metizo (2004) created the first mentoring certificate for business schools in order to guarantee the integrity and effectiveness of formal mentoring certification.

Mentoring is effective if it supports and encourages students to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be (Parsloe, 2000).

However, true mentoring that is more than just answering occasional questions or providing ad hoc help has not been effective in tertiary institutions in Anambra state. This study therefore, intends to find out how to ensure effective mentoring in tertiary institutions in Anambra State.

The main purpose of this study was to ascertain strategies that can ensure effective mentoring programme in tertiary institutions in Anambra state.

Research question

The following research question guided the study:

1. What strategies could ensure effective mentoring in tertiary institutions in Anambra State?

Hypothesis

The following null hypothesis was tested at 0.05 level of significance.

There is no significant difference in the mean responses of teachers in public and private tertiary institutions in Anambra State on strategies to ensure effectiveness of mentoring programme.

Method

The survey design was employed in the study. The opinion of the teachers was sought to find out ways to ensure that mentoring is effective in tertiary institutions in Anambra State. The population comprised all teacher educators in tertiary institutions in Anambra State. A structured questionnaire was used for data collection. The data collection from the respondents was analysed using mean statistics in order to answer the research question while the T-test was used to test the hypothesis at 0.005 level of significance. A mean cut off point of 3.00 or more qualified to be accepted while the null hypothesis was accepted if t-calculated at 0.05 level of significance is less than the table value for the given degree of freedom.

Results

Table 1: Mean Responses of Teacher Educators in Public and Private Institutions in Anambra State on Strategies to Ensure Effectiveness of Mentoring in their Programme.

S/N	Strategies	SD	Mean	Remarks
1	Develop the whole person.	1.19	3.91	Accepted
2	Know objectives for the mentorship.	1.12	3.94	Accepted
3	Use of mentoring techniques.	1.02	3.31	Rejected
4	Involving mentee in the selection of their mentor.	1.25	3.15	Rejected
5	Appropriate matching of mentor and mentee.	1.19	3.86	Accepted
6	Utilizing a variety of on-line mentoring techniques.	1.24	3.82	Accepted
7	Setting up matching committees based on areas for development, skill set for location and objectives for the mentorship.	1.16	3.29	Rejected

8	Mentoring can be used to facilitate matches, allowing mentees to search and select a mentor based on their own development needs and interest.	1.11	3.10	Rejected
9	Providing mentoring programmes that are valued-oriented.	1.28	3.22	Rejected
10	Providing social mentoring that focus on career development.	1.14	3.72	Accepted
11	Providing mentoring programme that provide both social and vocational support.	1.05	3.46	Rejected
12	Designing formal mentoring programmes that has programme goals, schedules, training and evaluation for both mentor and mentee.	1.02	3.12	Rejected
13	Creating mentoring certificate for companies/business schools in order to guarantee integrity and effectiveness.	1.02	4.04	Accepted
14	Formulating mentoring relationship from school or community-based relationship to e-mentoring relationship.	1.14	3.64	Accepted
15	Creating mentoring certificate for companies and business schools in order to guarantee integrity and effectiveness.	1.07	3.71	Accepted
16	Supporting and encouraging students to manage their own learning to maximizes their potential, develop skill, improve performance and become the person they want to be.	0.85	3.97	Accepted
17	Organizing workshops, training and additional support.	0.91	4.19	Accepted
18	Encouraging students to take up leadership roles.	0.86	4.14	Accepted
19	Creation of adequate time for the mentoring programme.	1.00	4.13	Accepted
20	Proper planning of the mentoring process.	1.07	3.79	Accepted

21	Successful or proper matching of mentors and mentees.	1.07	4.03	Accepted
22	Proper understanding of the mentoring process.	1.00	3.94	Accepted
23	Access to mentors from minority programme.	0.95	4.00	Accepted
24	Provision of adequate funding for the programme.	1.00	3.68	Accepted
25	Making goals of the programme clear and known to key parties. (i.e) mentor and mentee.	1.14	3.45	Rejected
26	Proper matching, support and commitment.	0.89	3.85	Rejected
27	Adequate training and understanding of mentor and mentee.	1.25	3.59	Rejected

Information in Table 1 reveals that the mean ratings on all the items ranged from 3.10 to 4.29. Out of the 27 items, six had means of 4 points and above, eleven had means above 3.50 while others (10 items) had means below 3.50. The respondents indicated that there was no difference in the mean responses of teacher educators in public and private tertiary institutions in Anambra State.

Table 2: T-test Results on Mean Responses of Respondents from Public and Private Institutions in Anambra State.

S/N	Strategies	T	Df	Sig(2tailed)
1	Develop the whole person.	1.78	76	0.079
2	Know objectives for the mentorship.	0.93	76	0.356
3	Use of mentoring techniques.	0.23	76	0.816
4	Involving mentee in the selection of their mentor.	1.55	76	0.125
5	Appropriate matching of mentor and mentee.	1.28	76	0.204
6	Utilizing a variety of on-line mentoring	1.24	76	0.220

	techniques.			
7	Setting up matching committees based on areas for development, skill set, location and objectives for the mentorship.	-0.48	76	0.633
8	Mentoring can be used to facilitate matches, allowing mentees to search and select a mentor based on their own development needs and interest.	0-.94	76	0.353
9	Providing mentoring programmes that are value-oriented.	0-.25	76	0.804
10	Providing social mentoring that focus on career development.	0-.70	76	0.485
11	Providing mentoring programme that provide both social and vocational support.	0-.45	76	0.651
12	Designing formal mentoring programmes that has programme goals, schedules, training and evaluation for both mentor and mentee.	0-.47	76	0.640
13	Creating mentoring certificate for companies and business schools in order to guarantee integrity and effectiveness.	0-.1.18	76	0.244
14	Formulating mentoring relationship from school or community-based relationship to e-mentoring relationship.	0-.140	76	198
15	Creating mentoring certificate for companies and business school in order to guarantee integrity and effectiveness.	0-.52	76	0.604
16	Supporting and encouraging students to manage their own learning to maximize their potential, develop skill, improve performance and become the person they want to be.	0-.37	76	0.710
17	Organizing workshops, training and additional support.	0-1.60	76	0.115
18	Encouraging students to take up leadership roles.	0-2.70	76	0.009
19	Creation of adequate time for the mentoring programme.	0-.64	76	0.525

20	Proper planning of the mentoring process.	0-190	76	0.062
21	Successful or proper matching of mentors and mentees.	0-1.51	76	0.135
22	Proper understanding of the mentoring process.	0-1.80	76	0.077
23	Access to mentors from minority programme.	0-1.75	76	0.453
24	Provision of adequate funding for the programme.	0-2.85	76	0.006
25	Making goals of the programme clear and known to key parties. (i.e) mentor and mentee.	0-.70	76	0.485
26	Proper matching, support and commitment.	0-.45	76	0.655
27	Adequate training and understanding of mentor and mentee.	0-.45	76	0.658

The hypothesis which states that there is no significant difference in the mean responses of teachers in public and private tertiary institutions in Anambra state on strategies to ensure effectiveness of mentoring programme was subjected to two sample t-test analysis. The results show that the responses to all the 27 variables depicting mentoring strategies are significant at 0.05 level. This implies that there is commonality of views by the two groups of respondents on the various strategies as was given. The null hypothesis is therefore accepted. This affirms that there is no significant difference in the mean responses of teachers in public and private tertiary institutions in Anambra State on strategies to ensure effectiveness of mentoring programmes.

Discussion of Findings

The results generated by the findings of this study is discussed below

Regarding the research question, the study identified 27 strategies which the respondents rated. Out of this number, seventeen strategies were rated by the respondents as accepted. The findings of this research question affirms the recommendation by Duck (1994) and Long (1997) that mentoring did not appear to have a dark side, instead, it supports and encourages students to manage their own learning in order that they may maximize their potentials, develop their skills, improve their performance and become the person they want to be.

With reference to the hypothesis, teacher educators in public and private institutions in Anambra State rated the strategies for ensuring effective mentoring to find out if there were differences in their response. The null hypothesis which states that there is no significant difference in the mean responses of teachers in public and private tertiary institutions in Anambra State on strategies to ensure effectiveness of mentoring programme was therefore accepted. The findings of this hypothesis is in line with the position of Kram (1985), Levinson, Darrow, Klein, Lewinson and Mckee (1978), that mentoring in tertiary institutions leads to career advancement and psycho-social support.

Conclusion

From the results obtained from the analysis of the research question and test of the hypothesis, it is evident that mentoring in public and private tertiary institutions has not had a strong positive influence on the growth of academics in education.

Recommendations

In view of this conclusion, it is recommended that

1. Public and private tertiary institutions in Anambra State should adapt to change and develop at their own pace, in response to the demands of the time.

2. Identified strategies should be adopted by the institutions to ensure the effectiveness of mentoring in public and private tertiary institutions in Anambra State.

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